



UNIT 10: “MULTICULTURAL SOCIETIES”

Subject: English

Other subjects involved: Maths and Geography

Level: 4º ESO

Outline

1. Justification of the teaching unit.

- English as vehicle for cross-cultural relations.
- Context of the unit: where, when and why.

2. Objectives.

- Didactic objectives of the teaching unit

3. Contents.

- Concepts
- Procedures
- Attitudes
- Cross-curricular contents
- Interdisciplinary contents.

4. Assessment.

- Steps
- Tools
- Assessment criteria

5. Attention to students’ mixed abilities and special needs.

- Legal principles
- Measures for the unit

6. Methodology.

- Main principles
- Types of activities, time, grouping...

7. Activities.

8. Materials and resources.

- Traditional
- New technologies.

9. Sequence of Activities. Distribution in sessions.

10. Bibliography.

11. Some examples of the activities proposed in this unit.

1. Justification of the teaching unit.

- English as a vehicle for cross-cultural relations.

The increase of international relations because of educational, professional and cultural reasons or due to access to mass media and new technologies of information and communication, makes **the knowledge of foreign languages be an increasing need in the current society** because it implies **the possibility to accede to other cultures, customs and idiosyncrasies**, at the same time that it encourages interpersonal relations; so, the integration in the European Union of speakers of diverse languages makes it necessary **to facilitate the communication** between the members of this large community. In this context, the role of foreign languages is recognised as a key element in the construction of the European identity: a multi-cultural and multi-lingual society.

Thus, **the process of teaching and learning foreign languages will contribute to the students education from a global perspective** that favours the development of personality, social integration, possibilities of access to data of interest, etc.

- Context of the unit: where, when and why.

This **unit** is included in the teaching plan for **4º ESO** and will be studied in the **3rd term of the school year 2009/2010**, since at this stage of the year students have acquired the necessary knowledge and linguistic competence to carry out in practice this unit.

Besides, **the title of this unit** comes up as a response to the multicultural context of our school and society, above all **to develop such values as respect, tolerance, non-violence and empathy** in our students.

The school is **village secondary school**, where students can only study Compulsory Secondary Education (ESO). So their ages range from 12 to 18. They come both from professional and working classes and the percentage of foreign students is increasing more and more.

2. Objectives.

- The main **didactic objectives** in this unit will be the following:
 - ✓ Students will express in an oral and written way their own opinions and reflections about the migration phenomenon and multicultural societies.
 - ✓ They will also read texts in relation with the topic in order to extract global and specific information and listen to other people's opinion about the same topic.
 - ✓ They will analyse the British society, among others, and the different cultures it consist of to compare it with our society, observing both differences and things in common.
 - ✓ Expressing orally and in writing the pros and cons of living in a foreign country will be a main objective too.

- ✓ Of course they will have to learn and practice those functional aspects of the English language necessary to describe and compare situations and the cause, consequence and purpose of those situations.
- ✓ And finally they will have to apply their own learning strategies to improve their oral and written productions and exam techniques.

3. Contents.

- The main contents that will be used to achieve the objectives mentioned above are:

- ✓ Concepts:

- **Linguistic Reflection:** revision of relative clauses, sentences of cause, result and purpose, comparatives. Word formation, composition and false friends. Pronunciation: silent letters.
- **Socio-cultural Aspects:** those contents related to migration fluxes; racial, cultural and linguistic diversity and multicultural societies.
- **Autonomous learning:** strategies to improve writing and speaking and exam techniques such as transformation exercises, cloze tests, writing tips etc.

- ✓ Procedures:

- **Listening to dialogues and Reading** texts about British, Australian and other societies and other people's experiences in a foreign country so as to extract global and specific information.
- **Working in pairs and/or small groups** to do some research and make a list of the different cultures and ethnic groups that live together in our country and other European countries.
- **Analysing** the structure and composition of the Spanish society to be able to compare it with others.
- **Group Discussion** about a given topic in relation with the unit theme.
- **Checking grammar structures** such as: relative clauses, cause sentences.... Using reference materials, on-line activities and the teacher's help.
- **Applying word formation rules:** adverbs from adjectives, compounds.
- **Writing a composition** about "advantages and disadvantages of living in a foreign country" or "British vs. Spanish society", being this the final task of the teaching unit.

- ✓ Attitudes

- **Feeling free to express their opinion** about the topics or different aspects that may be analysed and discussed in class.
- **Being respectful** with other people's opinion.
- **Having a positive attitude and respect** towards other cultures, customs and lifestyles.

- **Be willing to** using reference materials and new technologies to improve their linguistic and socio-cultural competence.
- ✓ Cross-curricular contents included in this Unit will be:
 - **Civic and Moral Education**
 - **Education for Peace**
 - **Intercultural relations and civic coexistence.**
 - **New Technologies of information and Communication**
- ✓ Among the different types of contents included in this unit, there are also contents that are related to other subjects of this stage, such as **Geography and Mathematics**, since they are expected to do some research about the demographic reality of different countries in Europe and the world, and they will have to interpret and analyse data from charts.

4. Assessment Criteria.

Evaluation at this stage is an essential element to cover the students' needs and difficulties and as reference to ponder if teaching strategies are adequate. Besides, it must be an integrating part of the learning process and a continuous assessment is done in each activity or task. The **three steps** to follow are:

- **Initial Evaluation:** At the beginning of the unit with a special activity.
- **Formative Evaluation:** During the learning process with different activities and tools.
- **Summative Evaluation:** At the end of the learning process with the final task and written test.

During the teaching-learning process **the students will assess aspects such as:** individual work, group work, the classmates' work, the teachers' work, the materials used, the procedures followed and finally the results they have achieved.

As regards **the tools** to be used in the evaluation of the teaching-learning process, both students and teachers should use a wide range of possibilities: class diaries, correction of activities, co-operation and participation activities, written compositions, written tests... to evaluate not only quantitatively but in a qualitative and subjective way.

The **assessment criteria** that will be mentioned below aim at indicating the evolution of the students' learning process in terms of the different **skills** they are supposed to achieve at the end of this unit:

- ✓ **Communicative Skills.**
 - Students must understand oral and written messages taken from authentic materials and related with current affairs.

- They must be able to plan, organize and express their ideas in a precise and fluent way and interact in the main situations of communication, both in the classroom or outside.
- Reading and understanding different types of texts from newspapers, magazines, the internet, etc. and getting global and specific information.
- Writing texts where they express their opinion in an organized and detailed way. Such texts can be summaries, compositions, descriptions, ...
- ✓ **Linguistic Reflection.**
 - Reflecting on the different aspects of Communicative Competence and accepting it as a way of successful communication.
 - Using communication strategies to keep the process going on and to negotiate meaning.
 - Consolidating and improving their linguistic knowledge.
 - Applying their own learning strategies to improve the mastery of the English language.
- ✓ **Socio-Cultural Aspects.**
 - Understanding data and information which benefit professional development, so that students learn the importance of knowing a foreign language not only for professional reasons but also as way of international communication.
 - Identifying gestures and social behaviour patterns which are different within the same linguistic community and between different societies.

5. Attention to students' mixed abilities and special needs.

It is the teacher's responsibility to pay attention to this diversity in the classroom, by means of: **different activities and tasks** (reinforcement and extension) **different alternatives** for students to achieve their aims at the end of the teaching-learning process, with different grades of difficulty and different ways of presenting the information. And when necessary, the teacher will do a curricular adaptation to any student with special needs (either physical, intellectual or socially disadvantaged).

6. Methodology.

The main **methodological principles** to be followed in this unit will be based on **Communicative Approach** and on more recent methodologies as **CLIL** (content and language integrated learning) :

- ✓ **The teaching-learning process will be learner-centred.** It is the student who controls his/her learning process and the teacher is merely a guide.
- ✓ **It will also be centred in the execution of a Final Task**, which will assess the process too. Students will have to do some integrating and facilitating activities first, graded according to the student's needs, levels and interests.
- ✓ **The activities will be functional and authentic**, concerning the group's interests and motivations.

- ✓ Students will **work in pairs, small groups** and **individually**.
- ✓ The main skills will be integrated in the different activities: **listening, speaking, reading, writing,** and **spoken interaction**.
- ✓ These activities will serve not only to **facilitate the learning-teaching process** but to **assess it** as well and will propose different grades of difficulty to attend the students' mixed abilities. Besides, they will take into account previous knowledge so that they promote **meaningful learning**.
- ✓ **Time** spent for this unit, although it can be considered in a flexible way, depending on the class group, shouldn't be longer than **6 sessions** of an hour.
- ✓ The class will be generally **grouped in pairs** and when necessary in **groups of 4/5**.

7. Activities.

The activities that will be carried out in this unit will be of different types:

- ✓ **Warm-up activities:** brainstorming after seeing a picture in the overhead projector. Listening to a text, reading it for global information.
- ✓ **Reading comprehension.** Students will read at least two texts about multicultural societies, one at the beginning of the unit and one at the end, and then they will have to complete true or false activities and answering with their own words in order to practice some exam techniques.
- ✓ **Research.** They will have to do a treasure hunt called "Multicultural Societies" to look for information about demographic aspects of Spain and other European countries, in order to compare and analyse the situation of the current world and the migration fluxes.
- ✓ **Revision, Reinforcement and Extension exercises.** Transformation exercises, multiple choice and paraphrasing, exam practice... On-line activities to help students to reinforce weaknesses and extend their competence.
- ✓ **Listening.** They will listen to an interview to a woman talking about her experience living in Germany. Then they will have to answer some questions and discuss about the topic in pairs.
- ✓ **Group discussion.** Students will prepare a group discussion about the experience of living in a foreign country, for which they will prepare themselves beforehand in groups of 4 or 5 maximum and then share their conclusions with the rest of the groups.
- ✓ **Writing.** The final task for this unit will be a written production (opinion essay) about "The pros and cons of living in a foreign country" or "The Spanish society vs. the British society".

8. Materials and resources.

The didactic resources which will be used in this unit are:

- ✓ CD player and overhead projector.

- ✓ Reference books: Intermediate grammars.
- ✓ Bilingual dictionaries.
- ✓ Photocopies and worksheets.
- ✓ Laptops.
- ✓ New technologies of information and communication. A treasure hunt on multicultural societies, elaborated by the teacher and the teacher's personal page to do some practice on grammar, vocabulary, etc (to attend to special needs in the classroom and at home)
 - <http://wizard.4teachers.org/worksheet/view.php?id=99782> (treasure hunt)
 - <http://del.icio.us/juanimk> (teacher's site)

9. Sequence of Activities. Distribution in sessions.

	time	activities	Skills	Participants	Materials
1 st session 55'	15'	-brainstorming after looking at a photograph: What does this photo suggest?	-S/L/	- students/ teacher	-slides/ board
	20'	-listening and reading a text about British society. -answering some vocabulary questions about the texts: find false friends and derivation.	- L/R/W/ S	- students	-photocopy, cd-player, notebook
	20'	-reading the text again. Answering true or false questions and finding synonyms in the text.	- R/W	- students	- photocopy, notebook, dictionary
2 nd session 55'	15'	-listening to an English woman talking about the experience of living in Germany. Answering questions before listening and afterwards.	- L/S/W	- students/ students - students/ teacher	- CD-player/ handouts
	20'	- reviewing thumb rules on relative clauses and comparatives.	- R/W/L	- teacher/ students	- grammar books, board
	20'	-Doing exercises with different levels of difficulty (matching, filling gaps, rewriting) to cater for diversity.	- R/W	- students	-handouts, notebooks

3 rd session	55'	15'	-correcting exercises of previous lesson and reinforcing difficulties.	-R/W/S	-students/ teacher	-handouts, board
		10'	- reviewing rules on clauses of cause, result and purpose: structure and connectors.	- L/R/W	- students/ teacher	-reference materials, board
		10'	-Doing exercises: matching, transformation, etc.	- R/W	- students	- handouts
		20'	-group debate: living abroad. Students will have to prepare for this debate beforehand and then expose their opinions in groups.	- L/S	- students/ students - teacher: moderator	- board
4 th session	55'	20'	-correcting exercises of previous lesson and reinforcing difficulties.	- R/W	- teacher/ students	- handouts
		5'	-pronunciation exercise: listen and say the words with a silent letter.	- L/S	- students	- CD-player -reference materials
		15'	-writing tips: an opinion essay. Rules to write this type of essay. Read an example and correct mistakes.	- R/W	- students/ teacher	- notebook -dictionary - handouts
		15'	-answering some questions about the text: structure, linkers, vocabulary, etc.	-R/W	- students	-handouts
5 th session	55'		With the laptops in the classroom, the students will do the treasure hunt “multicultural societies”, which they will finish at home. Then they will have to hand in an opinion essay as the final task of this unit. They will also visit the teacher’s page for some extra practice on the aspects they consider more necessary.	R/W/S/L	-students and teacher	- laptops -Internet -Notebooks

6 th session 55'		Exam practice. Reading a text and doing exam-like exercises to practice for the assessment test.	R/ W	Students	Photocopy of the test.
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10. Bibliography.

- **Legislation in force for the Autonomous Community of Andalucía.**
- **Other written materials.**
 - ✓ Estaire, S. y Zanón, J. (1990) *“El diseño de unidades didácticas en L2 mediante tareas. Principios y desarrollo”*. Comunicación, Lenguaje y Educación 7-8 pp. 50-90

11. Some examples of the activities to be carried out in practice in this teaching unit.

1st session. Warm up activity



5


Far from home

The experience of living in a foreign country

A Living abroad

Imagine you have gone to live abroad in an English speaking country.
What things about the experience do you think would be exciting or would make you feel good?
What things would be difficult or might make you feel homesick?
Make two lists, then compare them with other people in the class.

B A foreigner in Germany

- 1  You will hear an English woman talking about the experience of living in Germany.

Which of these statements do you think she would agree with?

- a) Living in Germany is much the same as living in Britain.
- b) It's great to experience new things.
- c) My German is excellent.
- d) I find it easier to be assertive here than in Britain.
- e) I don't feel integrated into German society.
- f) I miss being in Britain.

- 2 According to the woman, what is difficult about:

- going to the doctor?
- going to the lost property office?
- listening to and telling jokes?
- chatting to people on buses?

Does she think these difficulties are mainly to do with language or mainly to do with culture?



Multicultural societies



From all
nationalities
welcome!!

Great Britain and Spain

Links:

- [ayuntamiento El Ejido](#)
- [iea](#)
- [ine](#)
- [vocabulary.nationalities 1](#)
- [listening.nationalities 2](#)
- [Flags](#)
- [flags and countries. practice](#)
- [encarta](#)
- [wikipedia](#)
- [dictionary](#)
- [grammar exercises](#)

Spain, like many other countries in Europe and in the world, is becoming a multicultural society. People from different places, speaking different languages, and with a different culture are "living together". So have a look at your area, town or village and analyse the most important things you find in the links proposed in this task.

First of all, in your notebook answer the following questions:

1. How many different nationalities can you find in your country?
2. Which of these nationalities can you find in your town or village?
3. How many different languages do people speak in your town or village?
4. Find at least three flags of the countries of origin of the people living in your area.
5. Do you think the United Kingdom is also a multicultural society?
6. Do the people living in the UK come from the same countries as in Spain?
7. Write down the main countries of origin and the language they speak.

THE BIG QUESTION: write in a few lines what you think are the main differences between the Spanish and British society. You can also express your opinion about pros and cons of living abroad, difficulties, etc

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4th reading comprehension activity

1.- Read the text and then answer the questions.

Australia: The multicultural society

The history and development of Australia, the world's smallest continent and largest island, have been greatly influenced by its remoteness from both Britain and the Western world, as well as by its own vast interior distances. Since the first European settlements in Botany Bay over two hundred years ago, Australia has grown into a multicultural society where nearly 90 percent of the population consists of urban dwellers. Geographically a part of Asia, politically a part of the British Commonwealth, and culturally a diverse mix of traditions from around the world, Australia is still finding and shaping its identity.

Of Australia's population of 18.5 million, 40 percent are first or second generation migrants, mostly from Europe, New Zealand, and Asia. Melbourne is the world's third largest Greek city after Athens and Thessaloniki, and has large Turkish, Chinese, Italian, Macedonian, and Vietnamese communities as well. While much of the aboriginal population of Australia lives in the north, the Koorie are enjoying a renaissance of culture in the south. A vibrant center for the arts, Melbourne is known for its festivals, theatre, music, cinema, and visual arts, all of which are shaped by its multicultural influences.

From "Australia. The multicultural society – SIT Study Abroad"

2.- Indicate whether the following statements are true or false. Justify your answers.

- 1 Australia is one of the largest islands in the world.

.....

- 2 Australia's history has been influenced by its geographical situation.

.....

- 3 European people arrived in Australia in 1500.

.....

- 4 Almost 90 percent of the population in Australia live in cities.

.....

- 5 Aborigines live in the north of Australia.

.....

3.- Answer these questions in your own words.

- 1 Why is Australia a multicultural society?